COURSE DESCRIPTION

This course is designed to provide an introduction to the knowledge base of research and practice in education leadership in keeping with the Educational Leadership Constituent Council’s (ELCC’s) Standards for School Building and School District Leadership (http://www.npbea.org) and the Maryland Instructional Leadership Framework (MILF) (http://www.marylandpublicschools.org). The course will focus on the role of education administrators/leaders in the social, political and legal context of schools.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Topics for discussion will include administrative theory and leadership responsibility, the context and perspective of educational leadership; cultural diversity and community relations; school district organizational structure and leadership; components of successful school leadership; and moral and ethical dimensions of leadership. By the end of this course, students will demonstrate:

- An awareness of current leadership theory and practice
- An understanding of issues of diversity and community relations
- An understanding of the role that leaders and decision-makers play in promoting student success
- An ability to think critically about leadership issues facing our education communities, through reflection and analysis activities
- An ability to solve problems through group interaction, utilizing case studies and problems of practice provided in class
- Knowledge of leadership and administrative structures for Maryland public schools
- Knowledge and understanding of Educational Leadership Constituent Council (ELLC) and Maryland Instructional Leadership Framework (MILF) standards

Students will have opportunities to demonstrate their knowledge through activities including:

- Problem-based learning assignments requiring group work
- Case study analysis
- Reflection on questions of leadership
- Assignments appropriate for submission to the Performance Assessment
- Dialogue with current leaders in the public education system
COURSE POLICIES

Class Participation
Students are expected to arrive at class promptly and actively participate in every class. Students are required to read the text (assigned for each class) and supplemental material before coming to class and to participate in daily group and full class discussions. Prior notification of intended absence to the instructor is required. The student is responsible for obtaining all notes, handouts, assignments etc. for missed class sessions.

Academic Integrity
The University’s Code of Academic Integrity is available online at http://www.president.umd.edu/policies/iii100a.html The code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The code strives to promote a “community of trust” on our campus.

Professionalism
It will be expected that all students will conduct themselves in a professional manner. This includes exhibiting courtesy and civility to fellow classmates and college staff as well as listening with respect to different perspectives. It is assumed that all students will limit private conversations so as not to disrupt the learning of others in the class.

Students with Disabilities
A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact the instructor as soon as possible.

Assignments
All written assignments must be typed using double line spacing, 12-point Times New Roman font and APA style references. Assignments submitted late will result in a lower grade. There are no make-up assignments for low performance or other requirements. Students should make a copy of their work before the original is submitted. The instructor reserves the right to make copies of any submitted assignment.

Conferences
The instructor assumes that all students will be successful in this course. The instructor is available for individual conferences, when necessary, by appointment. Students who feel they are having difficulty with the course material or who need further clarification should meet with the instructor as early as possible.

Religious Observances
Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period Month-date result in loss of credits during the semester.
Course Evaluation at UM
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, December 1 and Sunday, December 13. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting December 1. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

REQUIRED COURSE TEXTS

Cunningham explores the latest theories in Educational Leadership and Administration and applies them to issues in daily practice. The text takes a problem-based approach to examining real-life situations faced by administrators every day. The book closely follows ISLLC standards and each chapter contains activities to help the reader build his/her own personal portfolio.


This text is a personal perspective of the author’s journey into educational leadership and the leadership phenomenon. Pellicer discusses the necessity of establishing a foundation of core beliefs in order to develop one’s own personal leadership style. The author utilizes a myriad of scenarios, quotations, and personal anecdotes to explore what it really means to be a leader in an education institution.

Additional readings and handouts will be provided throughout the course of the semester. Students will be responsible for reading and becoming familiar with the Educational Leadership Constituent Council’s (ELCC’s) *Standards for School Building and School District Leadership* (http://www.npbea.org) and the Maryland Instructional Leadership Framework (MILF) (http://www.marylandpublicschools.org)

COURSE REQUIREMENTS AND GRADES

1. Class Participation (20%)
2. Leadership Platform (35%)
3. Group Project (35%)
4. Reflection (10%)

Point Distribution for Grades:

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<th>Percentage Range</th>
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<td>59% and under</td>
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Class participation (20%)

See description of expectations under ‘Course Policies’ section above.

Leadership Platform (35%)

(ELLC 1.1(a), (b), 1.4(a), (c), 1.5(a), (b) and MILF 1.1, 1.2)

Developing Your Leadership Platform (October 28)

You will develop and write a comprehensive leadership platform. This assignment should detail your personal philosophy and vision of leadership. It should serve as a reflective document, which gives a sense of direction and actions that will meet the needs of your organization. Additionally, your platform must reflect the culture of your organization. In preparation for writing the platform, please complete the following preparatory readings:

Leadership Platform Readings:
- Pellicer (entire text)
- Cunningham (pp. 17-20)

Your platform should be 12-15 pages and will include:

1. An organizational profile: Describe the profile of your organization (e.g., student and staff population, language, disability, gender, race, socio-economic status, parent/community demographics, academic achievement). What is the culture of your organization?

2. Your personal philosophy of leadership, including your values and beliefs. Your philosophy should be framed as responses to the lead questions posed in the titles of the following chapters of the Pellicer text: Chapter 3: ‘What is a Leader?’ Chapter 5: ‘What Do I Care About?’ Chapter 6: ‘What Do I Believe About People?’ and Chapter 11: ‘Why Am I Doing This?’

3. Your vision statement for your organization, which will represent the interests and beliefs of the staff and the community.

4. Your organizational goals: State three (3) goals that are directly related to your vision statement. Your goals should be specific statements of intent and should be indicative of the ideal direction toward which your organization is moving. Please reference the reading titled “Determining Vision and Mission” (see ELMS online class site) for guidance in the formulation of your organizational goals.

5. Select one of the three goals listed above for implementation. Explain why you have selected this goal and why it is important in the achievement of your organizational vision. Also, include strategies for implementing your selected goal as well as identification of stakeholders and opportunities and challenges you might face in implementation.

6. A description of a group to which you will present your leadership platform. The group should consist of no less than three and no more than five members of any one or a combination of the following groups: staff/ parents/ students/ community members detailing your leadership platform. Your submission should clearly identify members of
your group by their respective role or position and should justify your choice of group members.

7. Your reflection on the experience of presenting to the group identified in 6 above. This should include answers to the following questions:
   a. What insights and perspectives did you gain from presenting your leadership platform to this group?
   b. How did the members of your group react to your presentation?
   c. Did the group feel that your leadership platform addresses the individual and collective needs of your organization and is truly representative of the interests of students, staff and the community?
   d. Did the group identify any additional challenges you might face in implementing this platform?

➢ Reflections - Class Speakers (10%) (ELLC 5.1a, 5.2a, 5.3a)

Throughout the semester, you will be hearing from speakers who will share different leadership experiences. In response to these speakers, you will write a reflection. Include your questions, thoughts and reactions to the speakers’ presentations and the related discussions. Think about the lessons you can take away from each speaker.

A blog is an online web log to which you post reflective entries. You will access your blog on the homepage of our class Blackboard site. While every student is required to maintain a blog, each one is private and can only be read by you and me. No other student in the class will have access to your blog. Periodically, I will attach comments so that we can enjoy a private dialogue about your impressions. Blog entries should be completed within one (1) week of the speaker’s presentation.

Your reflection should address the following areas and related questions:

1. Reaction: Summarize in paragraph form your reaction to the speaker and his/her topic of discussion. What did you learn from the presentation? Do you have any unresolved questions or issues arising from the presentation?
2. Leadership Style: What type of leader do you think the speaker represents? What is his/her leadership style? How would you describe the speaker’s personal philosophy and vision of leadership? How do his/her philosophy and vision compare to yours?
3. Things I will take with me: Are there any important concepts or practices that you will take from this discussion to utilize in your position as a leader?

Rubric for Grading Reflections:
- 4 – Each question answered. Personal reflections stated. Some examples provided. Correct grammatical structure and spelling. Handed in on time.
- 3 – Each question answered. Some reflection and examples noted.
- 2 – Questions answered.
- 1 – Some questions answered.
- 0 – Assignment not completed.
The Group Project is designed to promote cooperative resolution of common problems of practice through the application of concepts from your readings and in-class discussions. Please read pages 380-388 in preparation for group project work.

The class will be divided into groups at the beginning of the semester. Each of the groups will work on one of the following case studies in the Cunningham text. The main features of each case study are outlined on Page 381:

i) Jalapeño in a Candy Jar
ii) Atoms and Bits
iii) Marveling at the Results
iv) Safe Havens

Group Project and Presentation:
Each group will:
- develop and submit an action plan on their respective case studies
- prepare a 1-2 page outline (minimum) of the presentation to be distributed to the entire class; and
- present the action plan during a 30-minute class presentation and facilitate a class discussion following the presentation.

The action plan should be presented in a format considered appropriate as a formal presentation to a faculty, school board or school administrators etc. You may use creativity in formulating and delivering your presentation.

The action plan should include:
- Discussion of the scope of the problem. What are the various issues that need to be addressed?
- Description of the approaches for addressing the problem and processes for achieving buy-in of all stakeholders.

Group Project Preparation: This assignment will require you to communicate with your group members outside of class in order to make this a meaningful learning experience. As a result, you will use a wiki in our ELMS online class site to work on your group project and will prepare your Presentation Outline using the wiki tool. Please review the Appendix to this syllabus for specific information on how to access your group wiki.
CLASS SCHEDULE

September 2/ Week 1: Introduction
• Introductions
• Discussion of syllabus
• review of assignments and due dates

September 9/ Week 2:
• Cunningham: Chapter 1 – Administrative Theory, Values Clarification and Leadership Responsibility
• Pellicer: pp. vii-42
• Speaker

September 16/ Week 3:
• Cunningham: Chapter 3 – School Reform
• Pellicer pp. 120-129

September 23/ Week 4 (Three-page Abstract of Leadership Platform due):
• Cunningham: Chapter 4 – Diversity and Community Relations
• Pellicer pp. 43-51; also read pp.113-119
• Group Assignments

September 30/ Week 5:
• Cunningham: Chapter 5 – School District Organizational Structure and Leadership
• Speaker
• Time for Group Project

October 7/ Week 6:
• Cunningham: Chapter 6 – Leadership Theory and Practice
• Pellicer: pp. 64-86
• Time for Group Project
• Speaker

October 14/ Week 7:
• Cunningham: Chapter 7 – Successful School Leadership
• Pellicer: re-read pp. 87-112
• Time for Group Project
October 21/Week 8:
- Cunningham: Chapter 8 – Program Development, Delivery and Assessment
- Time for Group Project

October 28/ Week 9 (Leadership Platform Due):
- Cunningham: Chapter 10 – Human Resource Management
- Speaker

November 4/ Week 10:
- Cunningham: Chapter 11 – Laws and Policies
- Speaker
- Time for Group Project

November 11/ Week 11:
- Cunningham: Chapter 12 – Resource Allocation and Management
- Time for Group Project

November 18/ Week 12:
- Group Presentations

**** Thanksgiving Recess - No Class on Wednesday, November 25)****

December 2/ Week 13: Group Presentations:
- Pellicer: pp. 160-169
- Group Presentations
- Course Wrap-up – Practical issues in Educational Leadership
APPENDIX

What is a wiki:
A wiki is a tool that makes collaboration easy and productive. You are probably familiar with the best-known wiki, Wikipedia. Wikipedia definitions are written by multiple authors, overtime, who each contribute their own knowledge and understanding in the form of multiple revisions. In this way, they create an agreed-upon definition that anyone can read when they search the web. You may not have known that a Wikipedia definition had multiple authors since the merging of the contributions is seamless.

In the same way, each of your group members will be able to contribute to the Presentation Outline on your group wiki, until a final product emerges. This is a private collaborative process. Your group members and I are the only people who can access your wiki. During the weeks while your group is collaborating on the Presentation Outline, I will periodically review your wiki page, as well as the History and Comments sections. Each group member is required to make at least 5 substantive contributions to the wiki page in response to (or following) other members’ revisions.

To Access Your Group Wiki:
Log onto our course site and go to Assignments → your group name. When you have arrived, go to:
- Edit (to make changes)
- Comments (to discuss changes)
- History (to see changes)

Special Features of Your Group Wiki:
- Comments - Where you discuss ideas, revisions, proposed text, and group process. I can also see this field and it will help me understand how your group is functioning.
- History - Where you and I can see the changes each group member has made – more specifically, what they added, what they deleted, and the date on which they made the change. Since no version is ever lost, you don’t need to be afraid to make changes.
- Links – You can easily insert a link into the text of your wiki, linking the reader to relevant websites. To add a link, just click on the chain icon on the wiki toolbar.

Group Process:
Your group will discuss the following procedural expectations during time allocated in class:
- How you will communicate online using the Comments section
- How often each member is expected to make a contribution
- What constitutes a substantive contribution
- Formatting, including font, font size, illustrations, etc.
- Any special communication etiquette
- How you will know when the final product has been accepted by all members

Getting Help:
Most of your questions can be answered if you go to the Student Resources tab on the ELMS homepage and select Using a Wiki. If you have additional questions, contact OIT at 301-405-1400.